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CATALOGUE

OF THE

MONTANA STATE NORMAL COLLEGE

DILLON, MONTANA, 1904-05.

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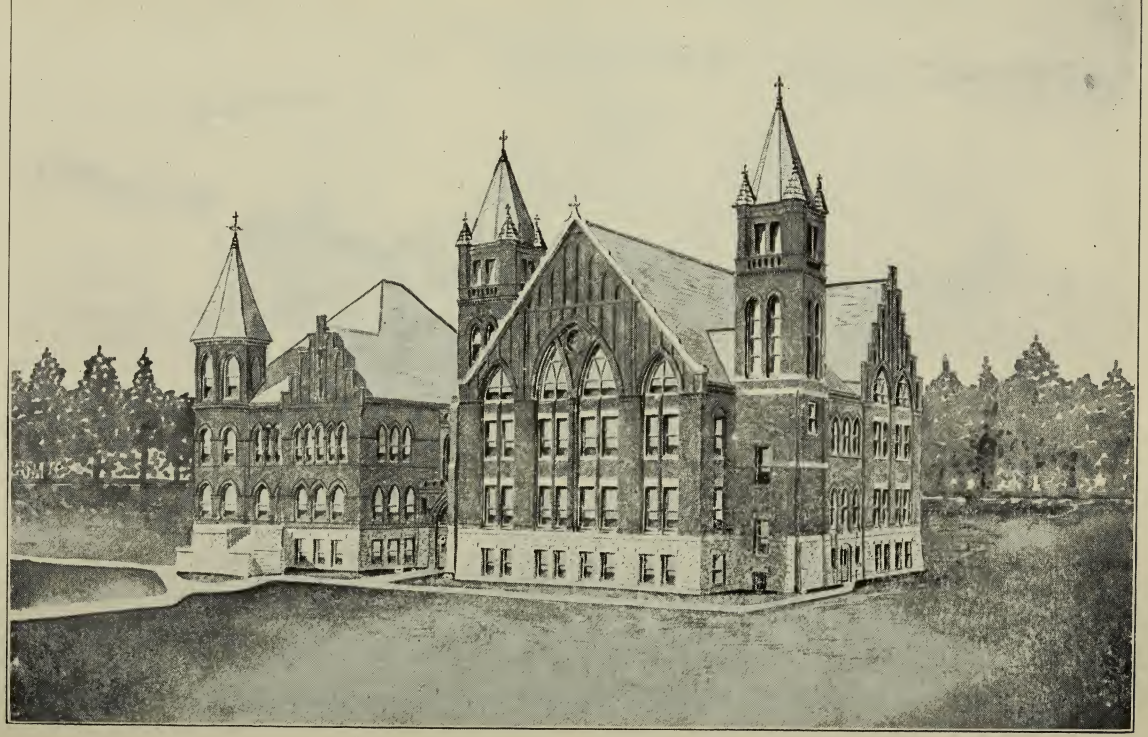

THE STATE NORMAL BUILDING.

The Main Building, Now in Progress of Construction, is Shown to the Right.

EIGHTH ANNUAL CATALOGUE

OF THE

MONTANA STATE

NORMAL COLLEGE,

AT

DILLON, MONTANA,

FOR THE

YEAR ENDING JUNE 23, 1905, WITH ANNOUNCEMENTS
FOR THE FOLLOWING YEAR.

DILLON EXAMINER PRINT,
1905.

STATE BOARD OF EDUCATION.

Ex-Officio:

His Excellency, the Governor, Hon. Joseph K. Toole, President.

The Attorney General, Hon. Albert J. Galen.

The Superintendent of Public Instruction, Hon. W. E. Harmon, Secretary.

By Appointment:

Hon. J. M. Evans, Missoula . .	Term expires Feb., 1906
Hon. C. R. Leonard, Butte . .	Term expires Feb., 1906
Hon. N. W. McConnell, Helena .	Term expires Feb., 1907
E. O. Busenburg, Lewistown .	Term expires Feb., 1907
Hon. O. H. Chisholm, Bozeman .	Term expires Feb., 1908
Sup't S. D. Largent, Great Falls .	Term expires Feb., 1908
Hon. G. T. Paul, Dillon . . .	Term expires Feb., 1909
C. R. Kessler, Helena	Term expires Feb., 1909

B. T. Hathaway, Clerk of the Board.

Executive Board of the State Normal College.

Terms Expire March 20, 1909.

J. B. Poindexter, President	Dillon
A. L. Stone, Secretary and Treasurer	Dillon
John F. Bishop	Dillon
F. C. Kress	Dillon
Hon. B. F. White	Dillon

FACULTY.

HENRY H. SWAIN, PH. D., *University of Wisconsin*, Beloit College, University of Chicago, PRESIDENT,

Professor of Economics and Sociology.

WILLIAM CHANDLER BAGLEY, PH. D., *Cornell University*, Michigan Agricultural College, University of Wisconsin,

Vice-President, Director of Training, and Professor of Psychology and Education.

JOSEPH E. MONROE, B. A., *Kansas Normal College*, University of Glasgow, New York University,

Professor of Physics and Chemistry.

CHARLES J. FENNER, M. S., *University of Wisconsin*, Fredonia N. Y., State Normal School, University of Chicago,

Professor of Mathematics.

EZRA ALLEN, M. A., *Bucknell University*, Clark University,

Professor of Biology.

CARRIE RANSON SQUIRE, PH. D., *Cornell University*, Universities of Minnesota, Wuerzburg and Jena,

Professor of Education and Supervisor of Training.

The institutions named are those at which the members of the faculty have been educated, those at which the degrees were obtained being italicized.

LUCY HAMILTON CARSON, M. A., *University of Illinois*, Illinois State Normal University, University of Chicago,

Professor of English.

WILLIAM C. RUEDIGER, M. PH., *University of Wisconsin*, Stevens Point and River Falls, Wis., State Normal Schools,

Professor of Methods and Supervisor of Training.

BERTHA THORMYER, M. PH., *University of Chicago*, Universities of Berlin and Heidelberg,

Professor of Latin and German.

FLORENCE B. MOTT, M. A. *University of Wisconsin*, Lawrence University.

Professor of History and Civics.

Jas. R. Forden, B.S., Columbia Univ.

Instructor in Manual Training.

EDWARD S. LUCE, Vermont College, New England Conservatory of Music,

Director of the School of Music.

ELIZABETH E. LUCE, Oxford Seminary, New England Conservatory of Music,

Instructor in Voice Culture.

CATHERINE PAXTON, B. PD., *Montana State Normal College*, University of Chicago.

Instructor in Drawing.

MRS. ANNA W. OWSLEY,

Matron.

ELLA POND LELAND, Illinois State Normal University,

Assistant in Training Department.

CALENDAR FOR 1905--'06.

First Semester—Twenty Weeks.

Semester begins.....Tuesday, Sept. 5, 1905
Entrance Examinations.....Tuesday, Sept. 5, 1905
Thanksgiving Day.....Thursday, Nov. 30, 1905
Christmas Vacation, Wednesday Dec. 20, to Wednesday morning, Jan. 3.
Semester ends.....Friday, Feb. 2, 1906

Second Semester—Twenty Weeks.

Semester begins.....Monday, Feb. 5, 1906
Washington's Birthday.....Thursday, Feb. 22, 1906
Arbor Day.....Tuesday, May 8, 1906
Decoration Day.....Wednesday, May 30, 1906
COMMENCEMENT.....Friday, June 22, 1906

MONTANA STATE NORMAL COLLEGE.

Origin of the Institution.

The Act of Congress under which the State of Montana was admitted to the Union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law Feb. 25th, 1903, the name of the institution was changed to the Montana State Normal College.

Purpose of the Institution.

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public schools of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and the laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principal vehicles through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study.

Two principal courses of study are offered. The degree course leads in four years to the degree of Bachelor of Pedagogy. This course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study. Students preparing for high school teaching, may make this a four years course (without a degree,) by taking additional work in higher mathematics and science.

Graduate Courses.

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Preparatory Course.

As there are pupils in some rural districts whose local schools do not fit them for entrance to a normal school, a preparatory course of one year is offered, to enable such students to complete their preparation.

Only a limited number can be received in the preparatory department, and applications will be considered in the order of their reception. Preference will be given to those whose homes are not within easy reach of good high schools.

Special Courses.

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them into practice. It ought to be understood that normal courses in method must be a sham unless they are based on intelligent comprehension of psychological and pedagogical principles. The Normal College cannot undertake to instruct in method those who lack this basis. Special students must not expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by the earlier years of the course.

Special courses in training are offered, however, for the benefit of teachers,—a more advanced course for those who wish to supplement previous normal school training, and an elementary course for those who are not normal graduates. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the months of May and June, after many of the short term schools have closed.

Pupils who are not pursuing a normal course, but wish to prepare for examination for a county or state certificate, may enter the school at any time during the year and, with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take such special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission.

Students who have passed the Eighth Grade Examinations prescribed by the Superintendent of Public Instruction, are admitted to the Preparatory Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Certificate of proficiency from the Preparatory Department of this college.

2. Diploma from any accredited high school in Montana.

3. Applicants who have either partly or wholly completed the course of a university, college or state normal school may, in the discretion of the faculty, be admitted without examination. In such cases, applicants must file with the faculty certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every subject at least the equivalent of the work required for the completion of the Preparatory Course in this institution.

4. Examination by the faculty on all the work of the preparatory course.

Credits for Advanced Standing.

Graduates of the better high schools are often found to have accomplished in the high school a part of the work of the normal courses. Where this can be shown to the satisfaction of the faculty to have been done, pupils may be admitted to advanced standing without repeating any of this work. The great variety in the courses of different high schools makes any general statement at present impracticable, but pupils may expect as liberal treatment in this respect as is consistent with high ideals of scholarship. It should be remembered, however, that studies pursued in the high school are not always the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limited.

Full credit will be allowed for equivalent work done at the University of Montana or at the Montana Agricultural College.

Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas.

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for three years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Four Years Course after they have taught successfully in the state for one year, and to graduates of a Three Years Course after two years of successful experience.

Degrees.

The degree of Bachelor of Pedagogy is conferred on those who complete the Four Years Degree Course.

The Master's Degree.

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recognized character and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into two parts, a major and a minor. The major must in all cases be taken in the department of pedagogy, and will be equivalent approximately to twelve lecture or recitation hours per week.

The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts, science, philosophy or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate courses.

Before receiving the master's degree, a candidate must present to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along lines of pedagogical investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates.

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.

OUTLINE OF THE COURSES OF STUDY.

COURSE FOR DEGREE OF BACHELOR OF PEDAGOGY.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English IV.	Physiography.
Chemistry.	Plane Geometry.
Algebra II.	Medieval History.
Ancient History.	English V.
Drawing.	Manual Training.

Second Year.

German I.	German II.
Solid Geometry and Trigonometry.	Algebra III.
Modern History.	Physics.
English VI.	English VII.
Music.	Music.

Third Year.

German III.	German IV.
Economics.	Sociology, or Latin.*
Biology, Anatomy, and Neurology.	Psychology, and Analytics of Method.
English VIII or Latin.*	Botany or Zoology.
Observation.	Observation.

Fourth Year.

Analytics of Method.	History of Education, School Management and School Law.
Ethics and School Hygiene.	Geology, or Latin.*
Pedagogical Readings, or Latin.*	Special Method.
Special Method, and Reviews.	Practice.
Practice.	

*Latin may be taken only by those who will pursue the study for at least two years.

This outline indicates little more than the names of subjects studied, and the order in which they are taken up. It should be borne in mind that each subject is studied primarily from the point of view of training for the teacher's profession, and the fact that a subject of the same name may have been studied previously in the high school, does not necessarily imply that study of that subject may be omitted from the Normal course.

THE THREE YEARS COURSE.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English IV.	Physiography.
Chemistry.	Plane Geometry.
Algebra II.	Medieval History.
Ancient History.	English V.
Drawing.	Manual Training.

Second Year.

Biology, Anatomy, and Neurology.	Psychology, and Analytics of Method.
Solid Geometry and Trigonometry.	Algebra III, ½ term.
Modern History.	Physics, and Geography.
English VI.	Physiology, ½ term.
	English VII.

Music and Observation alternate throughout the year.

Third Year.

Analytics of Method.	Botany or Zoology.
Economics.	History of Education, School Management, and School Law.
Ethics and School Hygiene.	Special Method.
Special Method, and Reviews.	Practice.
Practice.	

SCIENTIFIC COURSE.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English IV.	Physiography.
Chemistry.	Plane Geometry.
Algebra II.	Medieval History.
Ancient History.	English V.
Drawing.	Manual Training.

Second Year.

Economics.	Botany.
Solid Geometry and Trigonometry.	Algebra III.
Modern History.	Physics.
English VI.	English VII.
Music.	Music.

Third Year.

Advanced Trigonometry.	Calculus I.
Ethics, and School Hygiene.	History of Education, School Management and School Law.
Biology, Anatomy, and Neurology.	Psychology, and Analytics of Method.
Analytic Geometry.	Zoology.
Observation.	Observation.

Fourth Year.

Analytics of Method.	Analytic Mechanics.
Astrophysics.	Geology.
Calculus II.	Special Method.
Special Method.	Practice.
Practice.	

PREPARATORY COURSE.

FIRST SEMESTER.	SECOND SEMESTER.
English I and II.	English I and III.
Elementary Physics and Physiology.	Geography.
History of the United States.	Civics.
Arithmetic.	Algebra I.

DESCRIPTION OF THE COURSES.

DEPARTMENT OF EDUCATION AND TRAINING.

Undergraduate Courses.

The work of these departments covers the theory and practice of teaching. It begins in the first semester of the junior year in both courses, with the observation of teaching in the public schools of Dillon.

1. Observation.

From six to eight students form an observation section which studies, under the direction of an instructor, one or more recitations in the public school. Careful notes are taken and, after the recitation is over, the work under observation is thoroughly discussed. This observation precedes and accompanies the study of psychology and theoretical pedagogy, the object being to build up from a concrete study of actual conditions in the schoolroom the principles which underlie the practice of teaching. 1 hour a week through the junior year.

2. Psychology.

Two courses are offered in elementary psychology, one for students of the four years course, the other for students of the three years course. In both courses the work occupies the first thirteen weeks of the second semester. The aim of each is to give students a working knowledge of those conceptions of modern psychology upon which educational theory and practice are based. Special emphasis is laid upon active attention as the essential condition of the higher as contrasted with the lower mental processes. The functional view of mind is kept steadily in the foreground. The work for the four years students(Course 2a) presupposes the found-

ations in physical and biological science which have previously been laid. Stout's *Manual of Psychology* and Titchener's *Outlines of Psychology* form the framework of the course, but these are supplemented by lectures and collateral readings, the works of James, Wundt, and Sully being drawn upon most frequently. For the three years students a more elementary course is offered, embodying lectures, discussions, and assigned readings, with Titchener's *Primer of Psychology* as a text. In both courses the class work is supplemented by laboratory exercises in experimental psychology, four periods a week being devoted to class work and two to laboratory work.

DR. BAGLEY, assisted by
DR. SQUIRE and PROF. RUEDIGER.

3. Analytics of Method.

This course follows psychology, occupying the last seven weeks of the junior year and the first six weeks of the senior year. It furnishes the connecting link between psychology and biology on the one hand and educational practice on the other. The following topics are considered in some detail: (a) The function of education from the biological and social standpoints; (b) the psychology of learning; (c) the functioning of experience in habit and judgment; (d) the laws governing the organization and recall of experience; (e) educational values of different types of experience; and (f) the technique of teaching. The instructor's *Educative Process* is used as a text. DR. BAGLEY.

4-9. Reviews, Special Methods, and Training.

The first six weeks of the senior year are given over very largely to reviews of the common school branches, particular emphasis being laid upon arithmetic, and English. At the close of this review work, the senior class

is divided into three sections for special methods and training. Section A spends eleven weeks in primary methods and in practice in the grades I and II. Section B spends eleven weeks in the study of special methods of Grades III, IV, V, and VI and in practice teaching in these grades. Section C during the same period, is at work in grades VII and VIII, and the special methods of these grades form the basis of the methods work for this section.

The practice teaching is at all times under the direct supervision of the training department. Each student in training spends either the morning or the afternoon session in the grade-room to which he is assigned. He is expected to aid the regular grade teacher in every possible way in the instruction and discipline of the room, to observe carefully the teacher's methods and devices, and to be personally responsible for the conduct of one recitation each day. The plan for this lesson is submitted for criticism on the day preceding the recitation. The student and the instructor in charge of the section work over the lesson-plan together, and meet for criticism after the recitation. As the student develops in proficiency, the work of preparation is left more and more in his hands, but the instructor is always present during the recitation and a discussion of the work always succeeds the recitation.

Each course in special methods continues for eleven weeks. The instructors then change sections and repeat the same work during the next eleven weeks. Each instructor is thus enabled to specialize in the work to which he is assigned and to give it closer attention than would be possible if his energies were dispersed over a wider field. All the training work is, however, under the general supervision of the director, who also acts as superintendent of the Dillon public schools. The training work and the special methods

together count for two periods daily throughout the year. Practice teaching is not begun, however, until some theoretical work has been given in the special methods of the subject to be taught.

DR. SQUIRE, Primary Methods and Training.
DR. BAGLEY, Intermediate Methods and Training.
PROF. RUEDIGER, Grammar Methods and Training.

10. Ethics.

The subject matter is presented from the modern energistic point ot view, and the nature and function of ethics, the psychological basis, both as to feeling and volition, and the *summum bonum* or social ideal are considered. The positions of a few of the leading historical and contemporary schools are studied in comparison, and criticized in the light of the accepted theory. Special attention is given to the principles of moral education and their application, and the function of the school in society as a potent factor in moulding the ideals of the rising generation is impressed. A complete set of notes is furnished by the instructor. Class discussions are based largely upon these notes, although frequent reference is made to standard ethical texts. Alternate days through the first semester.

PROF. RUEDIGER.

11. School Hygiene.

The aim of this course is to give the student command of those principles which are needed for the solution of problems in hygiene arising under actual school conditions. The course is divided into three parts: (1) Those questions which pertain to school surroundings, e. g. lighting, heating, ventilation, furniture, and sanitation. (2) The child: periodical changes of growth, motor mechanism, postures, nutrition, the nervous system, the special senses and diseases. (3) In-

struction; in which the school program, fatigue, reading, writing, and recreation are considered from the hygienic standpoint. Especial attention is given to the determination of those defects of vision and hearing in school children which may be overlooked and form a source of trouble unless the teacher is able to detect them.

The psychological laboratory is well equipped for making tests and carrying on investigations in school hygiene. Kotelmann's *School Hygiene* is used as a text. It is supplemented by lectures and collateral readings from Burgerstein and other leading authorities. Alternate days through the first semester. DR. SQUIRE, assisted by DR. BAGLEY.

12. School Law.

A course of twelve lectures is given, accompanied with reading and quizzes. The practical purpose is to acquaint those who are about to become teachers with their legal relations to their pupils, school officers, and the community. Last part of second semester. PRES. SWAIN.

13. History of Education.

(a). An outline of the development of educational institutions and theories, based upon Cubberly's *Syllabus of Lectures on the History of Education.* (b) An intensive study of educational classics. (c) Thesis work: Each student is required to make either a special study of some classic of the educational reformers, or an extended study of some limited period of educational history from whatever sources may be available. 3 hours a week, 2nd semester. DR. SQUIRE.

14. School Management.

The course in school management forms the capstone of the theoretical work of the professional department. The various problems connected with the mechanics of teaching:

arrangement of the daily program; relation of school and teacher to parents and to the community at large; details of discipline; motives and incentives to study; rewards and punishments; etc. The theoretical discussions in class are supplemented and illustrated by concrete cases in the daily training work. 2 hours a week, 2nd semester. DR. BAGLEY.

GRADUATE COURSES.

Genetic Psychology.

The history of the mental development of the child, with a detailed and critical review of the literature, experimental and theoretical, upon the following topics: the development of the nervous system, characteristics of the chief periods in the child's development, development of the special senses, mental elaboration, educative instincts, the process of learning, movement, habit, language, the emotions, the esthetic and social feelings, development of self-consciousness and of the moral sense. Lectures, readings and discussions. 3 hours a week, 1st semester. DR. SQUIRE.

Advanced Educational Psychology.

A detailed consideration of the following mental functions: attention, and apperception, fatigue, habit, memory, action and language. Each of these topics will be taken up from an educational standpoint and the aim will be to glean from a careful study of the literature the facts and principles which can be applied to educational practice. 3 hours a week, 2nd semester. DR. BAGLEY.

Advanced Ethics.

A seminary course, dealing particularly with the educational aspects of ethics. 1 hour a week, throughout the year. PROF. RUEDIGER.

Evolution and Education.

A study of the bearing of the doctrine of evolution on education, comprising (a) a general sketch of organic evolution; (b) the place of mind in human evolution; and (c) a philosophy of education based upon evolutionary principles. Lectures, supplemented by prescribed reading in the classics of evolution. 1 hour a week throughout the year.

DR. BAGLEY.

Educational Systems.

A comparative study of the school systems of the United States, Ontario, England, Germany and France. Lectures, reading and discussions. 3 hours a week, 1st semester, 2 hours a week 2nd semester. DR. SQUIRE.

School Organization and Supervision.

The theory and practice of school administration, the structure of the course of study, educational values, the principles of supervision, schcol economy, details of management, discipline, etc. Lectures and discussions, supplemented by actual practice in supervision and critic work. 2 hours a week, 1st semester, 3 hours a week, 2nd semester.

DR. BAGLEY.

Thesis Work.

Each candidate for the degree of master of pedagogy will prepare a thesis based upon original investigation in one of the following fields: educational psychology, genetic psychology, school hygiene, history of education, methods of teaching elementary mathematics, language, geography, science or history. For experimental investigations apparatus that is not already in the laboratory will be procured. The library facilities will be increased to meet all legitimate demands and arrangements will be made with other libraries

for the loan of special works, monographic and periodical literature, etc., which may not be on the market.

Pedagogical Conference.

The faculty of the college together with the teachers in the city schools and in the county high school have organized a pedagogical conference which meets fortnightly for the discussion of educational questions. This conference takes the form of a seminary and aims to do thorough and systematic work. Graduate students will be welcome at its meetings and are urged to take part in the discussions.

Practice Teaching.

Graduates of other colleges who have not taught will be expected to devote a part of their time to practice teaching under the supervision of the training department.

Undergradaute courses are offered in elementary psychology (including laboratory work,) history of education, ethics, analytics of methods, school management and hygiene and special methods. These courses are open to graduate students.

DEPARTMENT OF SOCIAL SCIENCE.

1. Economics.

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. This fact makes some knowledge of economics fundamental in education. Without the ability to appreciate the economic point of view, the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history which deals with past development.

It is more with the idea of establishing this economic standpoint, than of inculcating certain economic theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving impetus and direction to industrial activity is studied, and the various forms of that activity, especially in the organization of capital, of labor and of exchange, and the forces which determine the distribution of wealth, are discussed. Current economic problems are touched, less with a view of offering complete solutions than of observing the causes of these problems, the factors involved, and the obstacles which stand in the way of speedy and satisfactory settlement. 5 hours a week, 1st semester.

PRES. SWAIN.

2. Sociology.

Social phases of education are coming to receive more recognition than formerly. For this reason, as well as by reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development. The purpose of this study is not so much to discuss various theories of social organization, as it is to gain practical help on the problem of education. Beginning with a survey of primitive institutions, this study presents an outline of their evolution to the stage reached in modern society. While designed primarily for undergraduates, this course is also open to graduate students. 5 hours a week, 2nd semester.

PRES. SWAIN.

DEPARTMENT OF PHYSICS AND CHEMISTRY.

1. Preparatory Physics.

Such a course is given in this subject as will enable students to do intelligent work in chemistry, physiography

and such of the natural sciences offered in the first year of the normal course.

Recitations, lectures and experimental work in the laboratory are included. Only the simple work in the making and manipulation of apparatus is undertaken. The work offered is based upon Gage's *Introduction to Physical Science* and other texts of similar grade. The work offered here is such as will prepare one to meet the requirements for a county teacher's certificate. 5 hours a week, last half of 1st semester. PROF. MONROE.

2. Elementary Geography.

This course embraces a thorough review of political and commercial geography, based on Frye's *Grammar School Geography*. Preparatory year. 5 hours a week, 2nd semester. PROF. MONROE.

3. Chemistry.

The common elements and compounds are studied systematically. Students perform experiments as directed by text-book, laboratory manual or instructor. The principles, laws and theories are studied, and verified by experiment. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

A special feature of this work is that much of the experimental work is arranged with the view of enabling teachers to present such experiments to classes as a basis for lessons in language, composition, geography and nature study. Special attention is given to the manipulation of apparatus, and care necessary to secure safety in the performance of such work is insisted upon.

A cabinet has been provided for the chemical laboratory, which makes it possible for each student to work by himself, and the cabinet is so ventilated that noxious gases are removed at once from the room. The work is of special benefit to teachers, and offers an excellent preparation for special work in this subject. For those who offer a year's work from an accredited high school, in this subject, a course in qualitative analysis will be offered for additional work. 5 hours a week, 1st semester. PROF. MONROE.

4. Physiography.

Land forms, agents of change, climate and the principles of elementary meteorology are included in the work of this class.

Field work for purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms and such other topics as are connected with this subject, are done.

Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Tarr's, Dryer's and Davis' physical geographies, with frequent references to standard geologies. 5 hours a week, through the 2nd semester. PROF. MONROE.

5. Advanced Physics.

This course requires a general knowledge of algebra, geometry and plane trigonometry; students entering for this course must also offer as preparatory work standing equal to that required for passing preparatory physics in the Montana State Normal College. The ability to handle readily arithmetical, algebraic and geometrical applications of the elementary work in this subject is required of all who complete this course.

Three hours of class work and four hours of laboratory work are required each week. The class work consists of recitations, lectures and demonstrations; the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

For students of the three years course emphasis is given to the treatment of pneumatics, heat and light; in the treatment of electricity and magnetism, such phases of those subjects as are related particularly to geography and physiography receive special emphasis. 1st 13 weeks of 2nd semester.

For students of the four years course, a much more extended treatment of each topic is given, especially in mechanics, electricity and magnetism. All students, before entering this class, must have completed the equivalent of a year's work in physics in an accredited high school, as all the work done in the class will be in advance of that done in secondary schools. The course is based on Ames' *College Physics* and Glazebrook's *Elementary Mechanics*. The whole of the 2nd semester. PROF. MONROE.

6. Advanced Geography.

This course presupposes a general knowledge of descriptive, political and commercial geography, and the object is therefore to render possible the utilizing of geographical facts and concepts by those who are preparing for teaching. The requirements for entrance include the completion of the mathematics and physical science of the three years course. The work consists of recitations, lectures, laboratory and field work. The aim is to give a general and adequate view of the present knowledge as to size, shape and motions of the earth; the conception of the measurement of latitude and longitude and the applications of these to map-making; elementary meteorology, physiographical features of the conti-

nents, and the relation of the latter two to the development of commerce and commercial enterprises. Last 7 weeks of 2nd semester. PROF. MONROE.

7. Geology.

Text-book, laboratory and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from the actual specimens. Methods of identifying and classifying such by chemical tests, general appearance and blowpipe analysis are taught. 5 hours a week, 2nd semester.

PROF. MONROE.

A small, but excellent and represenatative collection of minerals and metallic ores, has been obtained, by collecting, donation and loans. This department of the work might be improved greatly by the friends of education contributing from such specimens that represent petrology, economic geology or palaeontology as may be in their possession, to the museum of the school. Donations and loans of such material are earnestly solicited. Due acknowledgement for the same will be made.

8. Astronomy or Astro-Physics.

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to undertake such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offered in astro-physics will be determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy will form an important part of the course. 5 hours a week, 1st semester.

PROF. MONROE.

Graduate Work.

Graduate students are offered as a minor in this department a study of the theory and practice of teaching physical science in secondary schools.

The course includes the selection of appropriate material, the preparation of the same for presentation, and its treatment in high schools; also the study of the laboratory, its use, equipment and management.

The aim is to consider the teaching of Physical Science rather than any one branch of the same; if it is considered advisable on account of special needs of individuals the course may be varied to the extent of considering some one branch of Physical Science for one-half the term of the course.

DEPARTMENT OF BIOLOGY.

1. Preparatory Physiology.

It is the purpose of this course to give a general introduction to the subjects of anatomy, physiology and hygiene, preparatory to the more advanced work offered in the normal course, and also to enable those who complete it to pass the ordinary teacher's examinations on this subject. Preparatory year, 5 hours a week, 1st half of 1st semester.

PROF. ALLEN.

2. Introductory Biology.

This course is intended as a basis for the general principles of evolution and for the study of the biological

sciences that follow in the regular course of study. It comprises an elementary study of cells, their organization, growth and multiplication, the embryological features of vegetable and animal forms, and the growth and development of those forms through the simplest to the more complex. The laboratory work includes studies of the common unicellular aquatic forms of life; yeasts, bacteria, moulds and algae; the maintenance of individual aquaria and vivaria; frequent trips to become familiar with the leading forms of life in the vicinity. Second year, 5 hours a week, 1st half of 1st semester. PROF. ALLEN.

3. Anatomy and Neurology.

This course is designed to give as clear and accurate concepts of human anatomy and neurology as can be obtained without dissection of the cadaver. It includes gross dissection of a cat or rabbit; histology of the leading tissues from teased and mounted specimens; special study of the nervous system as a basis for psychology. The neurology includes dissection of cat's spinal cord, and some spinal nerves; evolutionary development of brain through the vertebrata; careful study of human brain; histology of nerve tissue; experiments on frog to illustrate functions of peripheral nerves, the cord and the brain. A human skeleton, large model and charts of the human body are constantly used to supplement the foregoing. Drawings and descriptions of all materials studied are required. Prerequisite: Courses 1 and 2 or their equivalent. 5 hours a week, last half of 1st semester. PROF. ALLEN.

4. Physiology.

This course is designed to round out course 3 and is based upon experiments to illustrate the physiology of the human body. The laboratory has full equipment for accur-

ate and successful work in this department. 5 hours a week 1st half of 2nd semester. Prerequisite: Courses 2 and 3.

PROF. ALLEN.

5. Botany.

This course offers thorough work in vegetable morphology, physiology and ecology, and as full an introduction to systematic and cryptogamic botany as time permits. Less energy is devoted to collecting and pressing flowers than was formerly thought necessary. The ability to grow a plant from seed to maturity, to prepare plant material for nature study classes, to understand the relation of flower and insect and other physiological and economic phenomena, to come into close touch with nature and to gain a fund of knowledge adapted to bring childen into close fellowship with the plant world, constitute the aims of the course in botany. Prerequisite: Course 2 or its equivalent. 5 hours a week, 2nd semester.

PROF. ALLEN.

6. Zoology.

This course takes up systematic and descriptive zoology. Familiarity with the common forms of animal life in plant and field, their habits and relation to man, is deemed of equal importance to the teacher with anatomical knowledge of certain type forms in the evolutionary series. Consequently field study occupies a large portion of the course. It is expected, therefore, that students who complete the courses in botany and zoology shall be fully equipped for conducting nature study teaching. Prerequisite: Course 2 or its equivalent. 5 hours a week 2nd semester.

PROF. ALLEN.

Graduate Work.

Minors are offered in this department as follows:

1. Theory and Practice of Teaching Nature Study.

This course offers opportunity for teachers and others to fit themselves thoroughly for teaching nature study. The economic, scientific and aesthetic sides are developed, methods are discussed, devices manufactured, field work conducted, and experiments carried on. Excellent opportunity for observation and practice is afforded in the public schools of Dillon, where nature study is under supervision of the biological department of the college. Prerequisite: Liberal courses in botany and zoology. Lectures and laboratory work throughout the year. PROF. ALLEN.

2. Histology.

Methods in teasing, killing, preserving, staining, sectioning and mounting both vegetable and animal tissues. This course is invaluable to teachers of science. Students retain specimens of the materials studied, which prove of great assistance in schools not fully equipped with collections of microscopic slides. PROF. ALLEN.

DEPARTMENT OF MATHEMATICS.

The work of this department is presented from a different standpoint from that taken in high schools or academies. On the academic side, much greater thoroughness and rigor of treatment are possible. On the professional side, the difference is also apparent. Comparisons of various texts are made, and attention is given to methods of teaching. Students are urged to take up the work of this department, not with the idea of getting credits for everything possible, but with the view of gaining as much practical training in mathematics as the present resources of the institution permit.

THE DORMITORY

No classes are conducted for the purpose of preparing students to pass teachers' examinations. The thoroughness with which a subject is treated does not furnish the rapid reviews or superficial knowledge desired by those whose sole aim is to pass examinations.

1. Arithmetic.

The principal aim of this subject is to secure the analytical power that comes from the investigation of numerical problems. Using letters to represent unknown quantities is avoided. By the use of such symbols, the pupil does not receive the chief benefit from the study of arithmetic. Problems requiring algebraic solutions or the use of algebraic methods are not crowded into arithmetic. Preparatory year, 5 hours a week, 1st semester. PROF. FENNER.

2. Algebra I.

The introduction to general principles, symbolical representation, and abstract reasoning is made. Like geometry, algebra is based on definitions and axioms which are logically applied in the derivation of principles. This course aims to give facility in performing the operations of addition, subtraction, multiplication, division, factoring, highest common factors, lowest common multiples, fractions and forming and solving equations of the first degree. 5 hours a week, 2nd semester. PROF. FENNER.

3. Algebra II.

This course includes quadratics, geometrical representation of algebraic and complex numbers, and the fundamental operations, history of the introduction of the various kinds of numbers into mathematics, commensurable indices and logarithms with the use of tables, variables and theory of limits. 5 hours a week, 1st semester. PROF. FENNER.

4. Geometry.

Training in logic and ability to visualize special relations is the aim of this course. The treatment of all demonstrations involving the application of the theory of limits is notably more rigorous than that given in the usual text books. In solid geometry, projection is treated in the most general sense and not merely in the usual sense of orthogonal projection. 5 hours a week. PROF. FENNER.

5. Plane Trigonometry.

Only an elementary treatment is attempted. The principal object is to give accuracy and judgment in the solution of triangles. The institution owns a surveyor's transit with its accessories, which render it possible to give a course of recognized practical benefit. 5 hours a week.

PROF. FENNER.

6. Algebra III.

This course includes permutations and combinations, binomial theorem, arithmetical and geometrical series, convergency and divergency of series, and the solution of equations in connection with their loci. Some attention is given to scales of notation and performing the fundamental operations with various scales. 5 hours a week, 2nd semester. PROF. FENNER.

7. Analytic Geometry.

The close relation between algebra, geometry and trigonometry is shown. The straight line and circle are treated together at the start. Trilinear coordinates receive attention. Many problems from Salmon's Conic Sections are considered, but Tanner and Allen's Analytic Geometry is mainly followed. 5 hours a week, 1st semester.

PROF. FENNER.

8. Advanced Trigonometry.

This course supplements the short course in plane trigonometry and gives a more extended investigation of the principles of trigonometry. Such subjects as exponential and logarithmic series, the calculation of logarithms, De Moivre's theorem, and the nth roots of unity are considered. 5 hours a week, 1st semester. PROF. FENNER.

9. Calculus.

Mc Mahon and Snyder's Differential Calculus, and Murray's Integral Calculus are the text-books. The greater part of the former is covered, while considerable of the latter cannot be touched upon. Double and triple integration receive some attention. 5 hours a week, 1 year.

PROF. FENNER.

10. Analytic Mechanics.

During 1904-'05, Peck's Analytic Mechanics with Calculus was followed, supplemented by various problems from other sources. Special attention was given to rectilinear and periodic motion. Students should complete the course in physics before taking this subject. 5 hours a week, 1st semester. PROF. FENNER.

Graduate Work.

Graduate students in this department are offered a choice of two minors:

1st, a general course. Analytic geometry, calculus, and history of mathematics. The first part of the course is given to increasing the breadth of view of the student necessary for adequate knowledge of the principles involved in the teaching of mathematics in public schools and high schools. The latter part of the course is given to tracing the development of teaching elementary mathematics and the consideration of the merits of various methods of teaching.

2nd, a special course on the teaching of arithmetic. Historical development of arithmetic. Advantage of symbols. Scale of notation. Integral numbers, fractions, decimals, and percentage. Rigid analysis. When to use analysis. What subjects should be emphasized and what may be omitted. Recent changes in arithemtics and in methods of teaching. Things to be aimed at in the lower grades. Means of interesting pupils who find this subject especially difficult. Things to be aimed at in the upper grades.

DEPARTMENT OF ENGLISH.

English I.

Oral reading. This course is required of all preparatory students. It aims to train students in the art of reading aloud. It is also a study of literary masterpieces. Texts: Clark's *How to Teach Reading*, Knowles's *Golden Treasury of American Songs and Lyrics*, Shakespeare's *The Tempest* and *Twelfth Night*. 3 hours a week throughout the year.

PROF. CARSON.

English II.

Composition. Review of grammar. American and English prose. Text, Scott and Denney's *Elementary English Composition*. Preparatory year. 5 hours a week, 1st semester.

PROF. CARSON.

English III.

American literature. Composition continued. Text, Newcomer's *American Literature*. Preparatory year. 5 hours a week, 2nd semester.

PROF. CARSON.

English IV.

Advanced composition. English prose. Text, Scott and Denney's *Composition-Literature*. First year. 5 hours a week, 1st semester.

PROF. CARSON.

English V.

Outlines of the history of English literature. English poetry. First year, 5 hours a week, 2nd semester.

PROF. CARSON.

English VI.

College course in theme-writing. Required of all juniors. Six paragraph themes each week; longer fortnightly themes. Second year, 5 hours a week, 1st semester.

PROF. CARSON.

English VII.

Epic and lyric poetry. The purpose of this course is to make students familiar with the world's great verse stories, and with a wide range of English lyrics. Required of all juniors. Second year, 3 hours a week, 2nd semester.

History of the English language. This course is designed as a preparation for teaching English grammar. Required of all juniors. Text, Emerson's *A Brief History of the English Language*. Second year, 2 hours a week, 2nd semester.

PROF. CARSON.

English VIII.

Old English. Grammar and reading. Required of such candidates for a degree as do not offer Latin. 5 hours a week, 1st semester.

PROF. CARSON.

Graduate Work.

Graduates students are offered in this department a choice of two minors. The development of English literature. Lectures and class reports on the history, the tendencies, and the characteristic writers of the different periods. Prescribed readings in the works of each period and in literary criticism.

A seminary course on English in the grades. Attempts

to determine an ideal course in language and literature. Rapid reading of the literature suited to the different grades. Investigation of the methods of teaching all subjects involved in gaining a mastery of the Engl'sh language.

DEPARTMENT OF LATIN AND GERMAN.

Latin.

The work in Latin is designed to meet the wishes of such students as desire to give their course of study a classical tendency. To this end, Latin studied in the Normal College may be substituted by those pursuing the degree course, for certain specified subjects in other departments.

The course covers four years of consecutive study. Preparatory courses I to IV are offered for students who wish to begin the study of Latin. V to VIII are reading courses, to which students may be admitted who wish to continue the study of Latin begun in the high school. The test of fitness for admission to the reading courses will be throughness and efficiency in the previous training rather than the amount of Latin read.

The study of the history of the Roman people, the history of Latin literature, Roman mythology and antiquities, will be correlated with the reading of Latin authors.

Exercises in Latin prose composition and syntax are required in all courses, one period per week.

I. First year Latin (Collar & Daniell.) Drill on forms and pronunciation, 5 hours a week, 1st semester.

II. Selections from folklore, Roman traditions and Roman history, the life of Julius Caesar from the *Viri Romae Illustres*. 5 hours a week, 2nd semester.

III. Selections from Caesar's Gallic War, study of syn-

tax and exercises in prose composition. 5 hours a week, 1st semester.

IV. Selected orations of Cicero, study of syntax continued, prose composition. 5 hours a week, 2nd semester.

V. a. Ovid's Metamorphoses. Study of Latin meters, prose composition (Bennett.) Gayley's Classic myths. 5 hours a week, 1st part of 1st semester.

V. b. Vergil's Aeneid, Books I and II. Composition and mythology as in Va. 5 hours a week, part of 1st semester.

VI. Vergil's Aeneid, Books III to VI. Composition and mythology. 5 hours a week, 2nd semester.

VII. a. Horace's Odes. Study of Horatian meters. 5 hours a week, 12 weeks, 1st semester.

VII. b. Cicero, De Senectute or De Amicitia. 5 hours a week, 8 weeks, 1st semester.

VIII. Livy, Books XXI & XXII, with outline of History of Latin Literature. 5 hours a week, 2nd semester.

VIII. Outline of History of Latin Literature. Review of Latin taught in high school. Methods of teaching Latin. Practice teaching. 5 hours a week, 2nd semester.

PROF. THORMYER.

German.

The courses offered in German are designed primarily to prepare students to read German prose of a literary or scientific nature.

During the first year especial emphasis is placed on the acquisition of the essentials of German grammar, together with an understanding of root-forms and the values of prefixes and suffixes. German stories are read and many poems committed to memory. To aid in the cultivation of the "Sprachgefuehl," German is the language of the class room.

The work of the second year comprehends a large amount of reading, varied in style and subject matter. Since the practical value of German in the normal college lies, not so much in being able to speak German, as in the ability to read it easily, continued practice is given in the oral translation of the German into good idiomatic English. An effort is made to choose such reading matter as will give the student an insight into the mythology, legends, history and life of the German people. The scientific German read is selected with a view to its practical value to the student in his professional work.

The following four courses are offered. Students who have had at least two years of German in accredited high schools are admitted to course III. Those who offer one year of German enter course II.

I. German grammar and easy reading. The texts used are Spanhoofd's *Lehrbuch der deutschen Sprache* and Wenckebach's *Glueck Auf.* 5 hours a week, 1st semester.

II. German prose selected from the tales of Baumbach, Heyse, Hauff, etc. Poems are memorized and there is constant practice in the reproduction in German of short stories read aloud by the instructor. 5 hours a week, 2nd semester.

III. Waegner's *Deutsche Heldensagen;* 3 hours a week, 1st semester. Walther's *Allegemeine Meereskunde*, 2 hours a week, 1st semester.

IV. Selections from the prose of Goethe, Schiller and Freytag. 3 hours a week, 2nd semester. Scientific German, 2 hours a week, 2nd semester.

Graduate Work.

Graduate students are offered minors in either Latin or German, on the history of the literature and the methodology of language teaching. Graduate courses in German are open only to such students as are abie to read and write the original with rapidity and ease.

DEPARTMENT OF HISTORY AND CIVICS.

History of the United States.

This course serves to introduce the pupil to systematic study of history. Its basis in detailed fact is made evident, and the student is led to realize the necessity of fixing accurately in the memory a considerable number of such facts. The aim is, however, to fix these facts by familiarizing the pupil with their relations, rather than by a mechanical exercise of the memory. Sufficient time is given to the periods of discovery, exploration and settlement to bring out the early influences which, in some measure, determined the direction of later progress, and a larger portion of the time is devoted to the formation and development of the nation. While military and political events receive their due share of prominence, the underlying meaning of these movements is sought in a study of the social and especially the industrial life of the people. Attention is not centered exclusively on the history of the Atlantic coast, but those features of western frontier development which, above all else, have given American history its peculiar character, are especially emphasized. Preparatory year. 5 hours a week, 1st semester. PROF. MOTT.

Ancient History.

A brief examination of the Oriental monarchies, followed by a careful study of Greece to the death of Alexander and of Rome to the reign of Constantine. For the first part of the course Botsford's *History of the Orient and Greece* is the textbook, and for the last part, Fairley's translation of Seignobos' *History of the Roman People.* These texts are supplemented by the use of source material and extensive collateral reading. A special effort is made to train students to think historically and understand the spirit of the times

which they study, as well as to relate events and trace the great lines of development. 5 hours a week, 1st semester.

PROF. MOTT.

Mediaeval History.

The history of Europe from the reign of Constantine through the period of the Reformation. Munro's *History of the Middle Ages* and Laurel's *History of England* are used as the basis of the work, but much time is devoted to a careful study of sources and the consultation of reference works. 5 hours a week, 2nd semester. PROF. MOTT.

Modern History.

The history of Europe and America from the beginning of the eighteenth century to the present time, with special reference to the development of modern political movements and thought, the latter part of the time being devoted to a study of current events. Robinson's *History of Western Europe* is the text-book, and use is made of the current periodicals. Required of all students. 5 hours a week, the 1st half of the 1st semester. PROF. MOTT.

English Constitutional History.

A knowledge of the facts of English History is required of all students entering this course. The time is devoted to a study of the development of English liberties, parliament and the jury system, with special reference to their influence on American political institutions, and is the course designed as a preparation for the teaching of civics. Lectures, reference reading, topical reports, and the study of English constitutional documents, constitute the work. Required of all students. 5 hours a week, last half of 1st semester. PROF. MOTT.

American History.

This is a library course in the political and constitutional history of the United States. It is designed to supple-

ment the ordinary school study of the subject with something of the fuller acquaintance, at least with limited periods, which is essential to the successful teaching of the subject. The library furnishes the student with the standard authorities both for the whole field and for special periods, and also with considerable material from original sources. A good deal of use is made of biographical matter. 1 hour a week, 1st semester.

PROF. MOTT.

Civics.

The first half of the term is given to a study of local and state government in Montana. The county, the school district, and the city or town are studied chiefly from original sources, that is, from the proceedings of the governing bodies, from official reports, from the laws, from class visits to public offices, and from personal observation. The state government is studied, so far as possible, in a similar manner, much use being made of the state constitution and the codes. After the pupils have become familiar with the workings of the government in specific instances by a careful study of what is right at hand, a more general character is given to the study by a short historical review of development of local and state governments in different parts of the country. Swain's *Montana Civics* is the text.

The last half of the term is devoted to a study of the federal government and its relation to the state. The constitution of the United States is made a basis of the work, but it is studied mainly from the point of view of its practical working. James & Sanford's *Government in State and Nation* is the text. 5 hours a week, 2nd semester.

PROF. MOTT.

Graduate Work.

Graduate students who elect a minor in this department have one hour a week throughout the year on arrangement

of courses of study of history, and methods of presentation, with collateral reading and practical exercises. The other four hours are given in the first semester to lectures, topical reports and collateral readings on the development of the English constitution, and the second semester a choice is offered between 1st, a study of the discovery and settlement of America, the economic, political and religious conditions attending the founding of the colonies and the causes which led to the revolution, and 2nd, a study of American history since the revolution, with special attention to economic conditions and the develpoment of political parties.

DRAWING AND MANUAL TRAINING.

Drawing.

The aim of this course is not to make artists of students, but to awaken in them a sense of the use, beauty, and possibilities of art, and to give them such instruction in the principles and practice of drawing as shall enable them to take up such work with skill and confidence when they become teachers in public schools. Work is given in modeling, paper folding and cutting, outline, light and shade, landscape drawing, illustration, historic, ornament, decoration, construction, and other forms of expressive work. Pencil, pen, crayon, and brush are used. The drawing room is large and well lighted, and is equipped with type forms, useful and ornamental objects, sketches, pottery, models and casts, pictures, etc. Numerous lantern-slides, illustrative of the best in architecture, sculpture, and painting are an important addition to this department. The value of pictures and their use in schoolroom decoration are dwelt upon, and the drawing of the different grades in the public schools is outlined

and discussed. 5 hours a week, (counting as 2 periods,) 1st semester. MR. FORDEN.

Manual Training.

The purpose is to develop this work so as to keep pace with the needs of those who are preparing themselves for effective teaching in the public schools. For the year 1905-'06 the work will comprise weaving, clay modeling, cardboard construction, basketry and an extended course in woodwork and the use of tools. Other forms may be added from year to year. MR. FORDEN.

DEPARTMENT OF MUSIC.

It is primarily the aim of the Montana State Normal College School of Music to educate pupils who desire to make a serious study of music with a view to a professional career in some branch of the art. The art of music is so complex and its mastery so difficult that it is not to be acquired by the study of one of its branches alone. The School of Music therefore so arranges its curriculum that all pupils in its reglar courses who are studying to be teachers, singers, or performers on any instrument shall pursue those theoretcial branches which are most necessary in their particular class, together with their general instrumental or vocal practice. The School of Music endeavors not only to give the pupil instruction (theoretical and practical) by the most able teachers and modern methods, but to surround him with a musical atmosphere which shall be at once a stimulus and a discipline; also to afford him opportunities for teaching and for public performance which cannot otherwise be obtained.

The following list of departments of instruction, each having a definite field of work and presenting such disti nc-

tive characteristics as to give it the importance of a separate school, indicates the broad lines on which the School of Music is conducted:

Department for the Pianoforte.

Department for the Voice.

Department for the Pipe Organ.

Department for Orchestral Instruments.

Department for the Violin, Mandolin, Guitar.

Department for Theory and Harmony, Musical History and Literature.

Department for Band Instruments.

Department for Choir Training.

Department for Public School Music.

Diploma.

The student who successfully completes the four grades in either Piano, Voice or Violin, together with the regular Harmony, Musical History and Literature, and Theory of Music, will be granted a diploma of the School of Music, provided sufficient advancement has been made along literary lines to enable the student to enter the Second year class of the College.

Expenses.

The charges for tuition per term of ten weeks, two lessons each week, are as follows:

Solfeggio and Sight Reading Vocal classes free to all students.

Piano	$15.00
Voice Culture	16.00
Violin	15.00
Mandolin, Guitar	15.00
Cornet, Clarinet, and other wind instruments	12.00
Harmony (in class)	10.00

Pipe Organ	$15.00
Musical Theory (class)	10.00

One lesson per week, ten weeks—

Piano	10.00
Voice	10.00
Violin, etc	10.00
Wind Instruments	7.50
Diploma fee	2.00

Tuition payable in advance. No deductions for lessons missed except in cases of protracted illness.

Pianos for Practice.

Pupils taking private lessons in the musical department have free use of the school pianos for practice, at hours assigned by the director. Other students of the Normal College may rent pianos when not otherwise needed, on terms which may be learned from the director.

Special Circular.

A special circular giving a detailed explanation of all the musical courses may be obtained by addressing the Director of the School of Music, E. S. LUCE, Dillon, Mont.

GENERAL INFORMATION.

Location.

The Montana State Normal College is located at Dillon, nearly seventy miles south from Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from nearly all railroad towns in Montana except those east of Billings, or east of Havre, or northwest of Great Fal's.

Buildings.

The main building, of pressed brick, with stone foundation and slate roof, was built and equipped in 1897 at a cost of $50,000. The basement is occupied with the laboratories. On the main floor are the president's office, four recitation rooms, and waiting rooms. The assembly hall, library and reading room and the art room occupy the second story. The third story contains a large hall for gymnastic drill, two large recitation rooms, and four small class rooms.

There is now in process of erection adjoining the present main building on the south, a new building to cost, with furniture and equipment, $75,000. When completed, the library will be removed to ampler quarters in this building, which will also contain a large auditorium, several classrooms, the laboratories for the departments of physics and chemistry. A large part of the basement will be occupied with a gymnasium, which will afford ample facilities for work in physical culture.

All the buildings are heated with steam from a central boiler house, and electrically lighted.

Dormitory.

The facilities of the State Normal College were greatly increased by the erection of a dormitory which was completed in 1901. This dormitory contains complete boarding, laundry and bath-room equipment, and furnishes commodious private rooms for lodging more than fifty young women at a merely nominal charge, where they are under the personal supervision of the matron. During the summer of 1902, several additional rooms were finished in the third story, accommodating twenty additional students. Another dormitory, costing, with furnishings, $25,000, was completed and opened for use in November, 1903, thus doubling the dormitory facilities.

Table board of excellent quality is furnished at the dormitories to both young women and young men at prices which will compare with terms offered for equal accommodations in any part of the country. Convenient lodgings for young men are found in houses of private families.

Library.

The library contains more than forty-six hundred bound volumes, besides a considerable number of pamphlets, and additions are constantly being made. The books have been carefully selected with a view to the special needs of the school. The aim is not to obtain a single copy of as many different books as possible, but to ascertain what books are of most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always acessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued with a card catalogue, both alphabetically by authors and by general subjects, in accordance with the Cutter Expansive Classification. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well as most of the better class of magazines and reviews, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but those who wish to withdraw books for use outside of the library, deposit one dollar, which is returned at the end of the year, less any fines or damages which may have accrued.

The library subscribes regularly for the following periodicals:

American Education.
American Historical Review.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Sociology.
Atlantic Monthly.
Birds and Nature.
Bookman.
Brush and Pencil.
Century Magazine.
Chautauquan.
Commoner.
Cosmopolitan.
Cumulative Book Index.
Dial.
Education.
Educational Review.
Elementary School Teacher.
Fliegende Blaetter.
Forum.
Harper's Monthly.
Independent.
International Quarterly.
Journal of Education.
Journal of Geology.
Journal of Geography.
Journal of Pedagogy.
Kinderfehler.
Kindergarten Magazine.
Literary Digest.
McClure's Magazine.
Masters in Art.
Modern Language Notes.
Monist.
Nation.
National Geographic Magazine.
New York Teachers' Monographs.
North American Review.
Outlook.
Pedagogical Seminary.
Political Science Quarterly.
Popular Science Monthly.
Psychological Review.
Reader's Guide to Periodical Literature.
Review of Reviews.
Saturday Evening Post.
School Arts Book.
School Journal.
School Review.
Scribner's Magaziue.
Social Service.
Teachers' College Record.
Ueber Land and Meer.
World's Work.
World To-Day.
Yale Review.
Youth's Companion.
Zeitschrift fuer Paedagogische Psychologie und Pathologie.

The following are supplied gratuitously by their publishers, to whom grateful acknowledgments are hereby tendered:

Advocate of Peace, Boston.
Avant Courier. Bozeman.
Belt Valley Times.
Boston Evening Transcript.
Bulletin of the Bureau of Labor.
Chouteau Montanian.
Dawson County Review, Glendive.
Dillon Examiner.
Dillon Tribune.
Exponent, Bozeman.
Missoula Journal.
Montana Daily Record, Helena.
Northwest Tribune, Stevensville.
Philipsburg Mail.
Pony Sentinel.
Rocky Mountain Leader, Boulder.
Rosebud County News, Forsyth.
Sentinel, Boulder.

Havre Plaindealer.
Madisonian, Virginia City.
Meagher County Republican.
Times, Virginia City.
Tri-County News, Columbus.
Western News, Hamilton.

The Dillon public library, supported by the city of Dillon, is also accessible to the students of the Normal College.

Laboratories and Apparatus.

The entire basement of the main building is devoted to laboratory work. There are four laboratories, for work in (1) physics, (2) chemistry, (3) biology, and (4) experimental psychology. All the laboratories are supplied with running water, and a Matthews gas machine furnishes all the laboratories with convenient fuel, and obviates the use of alcohol for this purpose. Dark rooms for developing photographic negatives are also accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4 inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches, carpenters' and tinners' tools, and abundant apparatus for demonstration and investigation. The apparatus numbers about 300 separate pieces; some of the most important are, in mechanics, levers, wheel and axles, inclined planes, pulleys, balances, weights and inertia apparatus; in hydro-dynamics and gravitation, pumps, Brahma press, Masson's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddel and Nicholson, pendulums, Atwood's machine; Jolly's improved specific gravity balance; in optics, lenses, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lantern; in pneumatics, air pumps, barometer, baroscope, bell jars; in sound, tuning forks, acoustic tubes, sonometer, and siren; in heat, expansion apparatus, Gravesend ring and ball, conductometers, compound bars, thermometers; in magnetism and electricity, galvanic batteries, galvanometers, both tangent

and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensers, induction coils, dynamo, motors and telegraphic apparatus.

(2) The chemical laboratory is arranged with the purpose of securing individual work, and good ventilation of the room, so that none of the gases generated will remain in the room or be distributed through the building. The equipment includes all apparatus necessary for work in descriptive and qualitative analysis. The work-cabinet is supplied with water, pneumatic troughs, glassware, reagent bottles and supplies. A large Berzilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscopes, microtomes, imbedding apparatus, dissecting apparatus, stains and reagents for preparation of materials, an articulated human skeleton, a full set of the Bock-Steger anatomical models, two human brains, a collection of marine forms of animal life, a botanical collection, and a large number of lantern slides. In addition to these, this laboratory has a fine college bench stereopticon, using electric arc light, and fitted with Bausch & Lomb microscopic attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.

(4) The psychological laboratory has recently been remodeled and numerous additions have been made to its equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus designed especially for psycho-pedagogical investigations. Following is a partial list of apparatus already on hand:

(a) In optics: Bradley color-wheels, electric-motor color mixers, Hering's discs, campimeter, opthalmoscope, Snellen's test cards, Hering's fall apparatus, set of Muensterberg's pseudoptics, pseudoscope, models of the eye, including (besides the usual anatomical models) Knapp's ophthalmotrope and Porter's artificial eye.

(b) In acoustics: complete series of tuning forks (mounted), fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities: two kymographs of different types, Marey's tambours, Porter's sphygomgraph tambour, signal magnets and electric time markers, Jastrow's automatograph, Porter's ergograph, pneumograph, Lehmann's sphygmograph, Porter's sphygmograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscopes, Jastrow's memory apparatus, Ranschburg's association and memory apparatus, falltachstoscope.

(f) A complete set of brain models.

Model School.

Without a good school for observation and practice, the work of a normal school would necessarily be mainly theoretical. The Montana State Normal College is especially fortunate therefore in having an arrangement with the Dillon public schools, of great advantage on both sides, by which the Normal College has the use of these schools for such purposes. Advantages are thus gained which are quite superior to separate model schools made up of select pupils,

since typical conditions are here seen, such as teachers will actually have to deal with in their practical teaching. Harmony in management has been assured by the appointment of the director of the training department as superintendent of the Dillon city schools.

Publications.

The Normal College Bulletin is published six times a year, five numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

Athletics.

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which take them to a distance from the college, and seriously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for outdoor sports, and a building now under construction will afford every practicable means for gymnastic exercise. This gymnasium is to be supplied with a variety of physical apparatus and shower baths, and will be under the direction of an instructor.

Lecture Course.

In order to enable the students to get the benefit of some entertainments of a high character, the College has for several years secured the services of some noted lecturers and dramatists to give a course of entertainments distributed at intervals through the season. The large attendance

has made it possible for each student to attend the course at very small expense. During the year 1904-'05 the following entertainments from abroad have been given:

Illustrated Lectures, by Preston W. Search, on the Twelve Greatest Pictures in the World; by Dr. Anita Newcomb McGee, on A Woman's Experience in the Japanese Army.

Lecture, on Influence, by Rev. Lewis J. Duncan.

Dramatics Recitals: The Parsifal, by Bertha Kunz Baker. Bulwer-Lytton's The Cardinal King, by Henry L. Southwick.

Selected Readings, by Ermine Owen.

Frequent concerts and recitals conducted by the School of Music, are also accessible to all the students of the College.

Special Work.

Honorable mention, for special work in Biology, in the last summer vacation, is accorded to Misses Myrtle L. Wright, of the class of 1905, and Georgia L. Featherly, of the class of 1906.

Expenses.

The enrollment fee is five dollars each semester or part of a semester for which a students enters. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon. No fee, therefore, will be required from those whose railroad fare is five dollars or more.

Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar to cover use of reagents and other materials is charged in each of the biological courses except Course 1. In the graduate department fees are proportioned

to the number of students in the classes. Students are supplied with the necessary dissecting apparatus in all the biological courses, a deposit equal to the value of the several pieces being made at the beginning of the work. This deposit is refunded at the conclusion of the course if the apparatus is returned in good condition.

A library deposit of one dollar is required of those who draw books from the library. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown on page 46.

Board and Lodging.

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. Most of the rooms are arranged for two young women. The charge for board and lodging is eighteen dollars per month for each student, and there is no extra charge for heating or lighting. The rooms are thoroughly furnished in every respect except the linen, (i. e., sheets, pillow-slips, and towels.) These, as well as table napkins for their own use, the students supply for themselves. Bath-room and laundry arrangements are ample and convenient for all.

Young men by rooming in private houses and boarding at the dormitory, may keep their expenses within the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. It is doubtful, however, whether any expense is really saved in this way, and all the accommodations are inferior to those in the dormitory.

Care of Students.

While most of the students attending the Normal College are sufficiently mature to be responsible for their own conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be essential to the well-being of the institution, and anyone who should not be ready to conform to such requirements, could not expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school-work, and in all these matters the judgment of those who are in charge, rather than the judgment of pupils, is decisive.

Mail is delivered promptly at the dormitory. Students should order their mail addressed to the Normal Hall. The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can usually communicate instantly with their daughtesr in case of emergency.

Text-Books.

Arrangements are made whereby students may obtain textbooks at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at a small cost.

Recommendation of Teachers.

The chief purpose of the Normal College is to provide trained teachers for the pubic schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much practice teaching that a pupil's ability to teach is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently, when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College when, as a matter of fact, they have taken only a very little study

here. It is earnestly requested, therefore, that when applications are received from such persons, the school board communicate directly with the president of the Normal College. A frank statement will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment.

The college has found it inadvisable for members of the faculty to give general recommendations—that is, recommendations which may be used in applying for any and all positions. But, on request, letters will be sent directly to superintendents or boards with whom graduates have filed applications, giving a careful statement of the applicant's fitness for that particular position.

GRADUATES.

	YEAR.	COURSE.*	RESIDENCE
Almquist, Ida C.	1903	F	Butte
Barclay, Alice M.	1903	T	Butte
Bennett, M. Louise	1901	T	(Died Sept. 2, 1903)
Bonner, Olive L. (Sharkey)	1902	T	Salmon, Idaho
Bovee, Estelle, E., Ph. B.	1903	F	Glendive
Breslin, Sarah	1904	F	Hall
Buck, Lucinda E.	1904	T	Helena
Clothier, Francis A.	1904	T	Manhattan
Conger, Marion (Weldon)	1901	T	Plains
Connell, Helen L.	1902	F	Anaconda
Coykendall, Myrtle M.	1904	T	Anaconda
Cozad, Lulu V.	1902	T	Helena
Craver, Flora E.	1903	T	Red Rock
Dalton, Ernella K.	1903	T	Butte
Davee, Henry A.	1902	T	Madison, Wis
Davis, Flora L.	1901	T	Bozeman
Driscoll, Eleanor E.	1903	T	Butte
Edwards, Stella V.	1904	T	Bridger
Farrell, Bessie J.	1899	P	Missoula
Ford, Lucy M.	1901	T	Butte
Foster, Lelia E. (Kirby)	1901	T	Rochester
French, Mayme F.	1904	T	Lima
Goodson, Alice M.	1904	T	Livingston
Hill, Elsie B.	1903	T	Anaconda
Hopp, Kate E.	1903	F	Red Rock
Howard, Florence	1904	T	Baldbutte
Kelley, Laura T.	1903	T	Butte

Killoy, Sara E.	1903	T	Butte
LaReau, Eva M.	1903	F	Dillon
Larned, Blanche M.	1904	T	Stanford
Lenning, J. William	1901	F	Fort Benton
Lewis, Mary	1900	E	Bozeman
McCormick, Cora	1898	P	Billings
McIntosh, Mamie R.	1904	T	Wisdom
McLeod, Mabel C. (Gordon)	1898	P	Bozeman
Marsh, Grant M.	1901	T	Prescott, Arizona
Maxeiner,Edith (Cashmore)	1900	E	Bozeman
Morris, Anna R.	1904	T	Livingston
Mosher, Maud	1898	P	Clancy
Myers, C. Bernice	1904	T	Dillon
Myers, Harriet C.	1904	T	Livingston
Myers, Montana M.	1904	T	Livingston
Myersick, Ada A.	1903	T	Lewistown
Newell, Lena B.	1903	T	Lewistown
O'Brien, Mayme E.	1903	T	Sheridan
Olmsted, Alice (Chambers)	1900	E	Dillon
Paxton, Catharine	1900	E	
	1904	B.Pd	Dillon
Pietsch, Hazel M.	1904	F	Bozeman
Pierce, Jette F.	1899	E	Climax, Mich
Powers, Mae E.	1903	F	Jefferson Island
Raymond, Delilah E.	1904	T	Sheridan
Reinig, Frances H.	1903	T	Helena
Rich, Estelle Mae	1900	E	Dillon
Rife, Maidie	1901	T	Dillon
Schroeder, Helen H.	1904	T	Grant
Selway, Eliza M.	1904	T	Dillon
Simmons, A. Laura	1904	F	Philipsburg
Sinclair, Minnie E.	1903	T	Kalispell
Squire, Edna	1900	T	Dillon
Squire, Grace R.	1904	T	Corvallis
Streete, Ina E.	1904	F	Columbia Falls
Tattersall, Pluma K.	1903	T	Dillon
Templeton, Charlotte C.	1903	T	Pony
Thomas, Annie L.	1903	T	Madison Valley
Tyree, Bessie M.	1904	T	Salt Lake City, Utah
Waldorf, Harrie E.	1900	E	Dillon
West, Lillian	1903	F	Columbus
Williams, Phebe (Comfort)	1899	P	Twin Bridges
Wilson, Mary Lee	1904	T	Miles City
Wolverton, Valeria (Van Osdol)	1903	F	Whitehall
Woodward, Mary	1904	T	Divide
Woodward, Sophie	1904	T	Columbia Falls
Wright, Effie V.	1904	T	Manhattan

*T., Three Years Course; F., Four Years Latin Course; P., Professional Course; E. English Scientific Course; B. Pd., Bachelor of Pedagogy.

REGISTER OF STUDENTS.

Graduate Course.

	TOWN	COUNTY
Dorchester, Delia	Dillon	Beaverhead
Potsdam, New York, State Normal School.		
Jeffery, Margaret	Dillon	Beaverhead
Michigan State Normal College.		
McIntosh, Mamie	Dillon	Beaverhead
Montana State Normal College		
Paxton, Catherine	Dillon	Beaverhead
B. Pd., Montana State Normal College.		
Tattersall, Pluma K.	Dillon	Beaverhead
Montana State Normal College.		

FOUR YEARS COURSE.

Fourth Year.

Campbell, Euphemia	Utica	Fergus
LaReau, Eva M.	Dillon	Beaverhead
Rich, Estella Mae	Dillon	Beaverhead
Ross, Margaret J.	Dillon	Beaverhead
Wright, Myrtle L.	Utica	Fergus

Third Year.

Auerbach, Ida	Havre	Chouteau
Hanson, Herbert C.	Dillon	Beaverhead
Hawker, Minnie L.	Corvallis	Ravalli
Lindfors, Verena O.	Rochester	Madison
Palmer, S. Douglass	Dillon	Beaverhead
Schroeder, Edna	Butte	Silver Bow
Sicora Anna A.	Red Lodge	Carbon
Streit, Minnie	Dillon	Beaverhead
Taylor, Carl B.	Dillon	Beaverhead

Second Year.

Baldwin, Maud	Stevensville	Ravalli
Barbour, Mabel	Big Timber	Sweet Grass
Butter, M. Jean	Philipsburg	Granite
Conway, Ora	Dillon	Beaverhead
Noyes, Raymond C.	Wisdom	Beaverhead
Poindexter, Edith M.	Butte	Silver Bow
Tattersall, Ralph C.	Dillon	Beaverhead
Wells, Samuel P.	San Francisco, Cal.	

First Year.

Chapman, William E.	Dillon	Beaverhead
Durnford, H. Mignonia	Carlton	Missoula
Johnson, Ada M.	Chesnut	Gallatin
Stocker, Eva E.	Box Elder	Chouteau
Stone, Maud A.	Dillon	Beaverhead
Swain, Joseph Ward	Dillon	Beaverhead

THREE YEARS COURSE.

Third Year.

Anderson, Katherine	Lewistown	Fergus
Bovee, Cora I.	Wibaux	Dawson
Brewer, Belva	Townsend	Broadwater
Carter, Mary M.	Miles City	Custer
Chambers, Gertrude M.	Livingston	Park
Chase, Frances L.	Butte	Silver Bow
Davison, Ivy L.	Jardine	Park
Fogarty, Alice D.	Sand Cliffs	Chouteau
Griffith, Margaret	Butte	Silver Bow
Haines, Kathrin M.	Ennis	Madison
Lambrecht, Lillian	Butte	Silver Bow
Lavigne, Edythe E.	Billings	Yellowstone
Lottus, Delia M.	Billings	Yellowstone
McManus, Rose Ann	Anaconda	Deer Lodge
North, Ella M.	Livingston	Park
Owsley, Cora C.	Whitehall	Jefferson
Owsley, Edna M.	Whitehall	Jefferson
Raymond, Carrie B.	Sheridan	Madison
Scott, Martha A.	Deer Lodge	Powell
Sutherland, Esther H.	Helena	Lewis & Clark
Templeton, Mary Echo	Anaconda	Deer Lodge
Valentine, Olive Adelle	Columbia Falls	Flathead

Second Year.

Atkins, Lulu E.	Butte	Silver Bow
Auerbach, Louise	Havre	Chouteau
Beuschlein, Minnie H.	Marysville	Lewis & Clark
Burton, E. Lavinia	Billings	Yellowstone
Davidson, Grace M.	Thompson	Missoula
Drummey, Elizabeth S.	Dillon	Beaverhead
Earnest, Alma J.	Miles City	Custer
Featherly, Georgia L.	Dillon	Beaverhead
Flotow, Helen F.	Maddux	Chouteau
Goodson, Florence A.	Livingston	Park
Hamilton, Dora	Anaconda	Deer Lodge
Kerrigan, Mamie J.	Red Lodge	Carbon

Kiefer, Mary T.	Bozeman	Gallatin
Lawrence Eva L. M.	Bowen	Beaverhead
McIntosh, Lottie B.	Butte	Silver Bow
McMahon, Mary V.	Butte	Silver Bow
Morrow, Maud C.	Belt	Cascade
Preston, Mattie	Thompson	Missoula
Reilly, Blanche B	Clancy	Jefferson
Richey, Effie A.	Butte	Silver Bow
Sharp, Mabel M.	Anaconda	Deer Lodge
Simpson, Ruby E.	Rockvale	Carbon
Snook, Lizzie M.	Forsyth	Rosebud
Thornton, Marcia E.	Columbia Falls	Flathead
Wade, Nellie F.	Dillon	Beaverhead
Wyatt, William R.	Philbrook	Fergus

First Year.

Brooke, Martha E.	Whitehall	Jefferson
Cary, Lida V.	Melville	Sweet Grass
Crane, Ethelwyn	Monarch	Cascade
DeAtley, L. Pearl	Clydepark	Park
Dillman, Andrew G.	Bozeman	Gallatin
Fitzpatrick, Annie E.	Butte	Silver Bow
Fogarty, Edmond A.	Chinook	Chouteau
Foley, Minnie S.	Belt	Cascade
Higgins, Roxie F.	Helena	Lewis & Clark
Kennedy, Hazel C.	Butte	Silver Bow
Knapp, Newell B.	Lisbon, N. D.	
Lamont, Marie A.	Dillon	Beaverhead
Lange, Mina N. H.	Helena	Lewis & Clark
McLang, Mary H.	Anaconda	Deer Lodge
Mathers, Maud L.	Belt	Cascade
Newton, Eliza M.	Columbia Falls	Flathead
Norville, Julian R.	Jefferson Island	Madison
Pearson, Anna M.	Belt	Cascade
Pease, Ethel I.	Bozeman	Gallatin
Pope, Hattie E.	Norris	Madison
Rich, Irving A.	Dillon	Beaverhead
Sanger, Hazel C.	Butte	Silver Bow
Showers, E. Sophie	Anaconda	Deer Lodge
Simpson, Elizabeth Pearl	Rockvale	Carbon
Slocum, Emily	Potomac	Missoula
Slocum, Lavina M.	Potomac	Missoula
Sullivan, Mary	Butte	Silver Bow
Stumbo, Lillian M.	Livingston	Park

SPECIAL STUDENTS.

Burk, Minnie	Dillon	Beaverhead
Cameron, Janet B.	Bozeman	Gallatin
Chambers, Ethelwyn	Hamilton	Ravalli

Corson, Zay	Chouteau	Teton
Hill, Lena	Sheridan	Madison
Hopp, W. B.	Bridger	Carbon
Iddings, Carrie	Hamilton	Ravalli
Innes, Mary L.	Dillon	Beaverhead
Jackson, Edna M.	Virginia City	Madison
Kirk, Helen S.	Bozeman	Gallatin
Leland, Ella Pond	Dillon	Beaverhead
Lewis, Mary A.	Belgrade	Gallatin
Morrison, Ruby	Missoula	Missoula
Norris, Mrs. Bettie Wilkins	Dillon	Beaverhead
Smith, Ella	Livingston	Park
Travince, Stella	Red Lodge	Carbon

PREPARATORY COURSE.

Allen, Jean M.	Joliet	Carbon
Barnett, Nelle R.	Hamilton	Ravalli
Blakeley, Mary C.	Red Lodge	Carbon
Brundage, Everett D.	Dillon	Beaverhead
Clark, Ralph W.	Dillon	Beaverhead
Cornelie, Ruth H.	Homestake	Jefferson
Cotter, Ethel E.	Jardine	Park
Coughlin, Kathrine M.	Helmville	Powell
Dillon, Winifred A.	Marysville	Lewis & Clark
Feeley, Grace M.	Red Lodge	Carbon
Fitzpatrick, Tessie	Helmville	Powell
French, Anna E.	Dillon	Beaverhead
French, Gertrude L.	Dillon	Beaverhead
Gordon, Martha	Chouteau	Teton
Griffin, Maud	Storrs	Gallatin
Hood, Effie M.	Silver	Lewis & Clark
Howard, Pauline J.	Butte	Silver Bow
Kilner, Alice M.	Ennis	Madison
Long, Margaret J.	Alder	Madison
Long, Maud E.	Alder	Madison
McConnell, Mrs. Josephine	Polaris	Beaverhead
McDonald, Flora	Alder	Madison
Maguire, Sadie R.	Boulder	Jefferson
Marcille, Winnie C.	Anaconda	Deer Lodge
Matheson, Murdock	Chinook	Chouteau
Miller, Margaret E.	Carlton	Missoula
Morse, Alma T.	Dillon	Beaverhead
Mulligan, Annie M.	Anaconda	Deer Lodge
Noble, Jennie M.	Sheridan	Madison
Noyes, Edith P.	Dillon	Beaverhead
Olsrud, Anna L.	Kalispell	Flathead
Poirier, Emma M.	Lothrop	Missoula
Rumbaugh, Lulu M.	Dillon	Beaverhead

Sappington, Jennie	Sappington	Gallatin
Shedd, Marie L.	Willow Creek	Jefferson
Snyder, Malissa J.	Billings	Yellowstone
Snyder, Nellie C.	Billings	Yellowstone
Starr, Helga R.	Clydepark	Park
Weenink, Mildred L.	Dillon	Beaverhead

SCHOOL OF MUSIC.

PIANO.

Andrus, Fern
Barbour, Mabel
Boone, Mrs. R.
Boone, Minnie
Brock, Mabel
Campeaux, Maud
Carter, Mary M.
Cornelie, Ruth
Cox, Mrs. J. C.
Drummey, Elizabeth
Fitzpatrick, Anna E.
Foster, Kate
French, Anna
French, Gertrude
Gallup, Maree
Gilbert, Minnie
Gilbert, Montana
Jensen, Miss
Kennedy, Hazel
Kilner, Alice
Knotts, Ruth
Knotts, Stella
Lamont, Marie
Lindfors, Verena O.
Luce, Aurelia
Luce, L. Vespersia
McDonald, Hazel
Mott, Florence B.
Phillips, Mabel
Poindexter, Edith M.
Ross, Mamie
Stone, Irma
Sutherland, Esther H.
Swain, Albert F.
White, George

VOICE.

Anderson, Katherine
Best, Mrs. O. M.
Boone, Mrs. R.
Campbell, Euphemia
Carter, Mary M.
Drummey, Elizabeth
Fogarty, Alice D.
Gallup Maree
Innes, Mary L.
Lovell, Lena
Orr, Mrs. Matt
Owsley, Cora C.
Owsley, Edna M.
Ross, Margaret
Valentine, Olive A.

VIOLIN.

Campeaux, Mrs.
Featherly, William J.
Flynn, Ella M.
Forrester, Roy
Gilbert, Zetta
Myers, Bernice
Rife, Maidie
Riley, Thelma

CLARINET.

Featherly, Albert
Graeter, Arthur
Swain, J. Ward

GUITAR.

Boone, Hattie
Taylor, Emily

CORNET.

Rife, Jardine

FLUTE.

Taylor, Emily

TROMBONE.

Featherly, Reed

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